



Palmyra Public Schools District Professional Development Plan (PDP) 2021 – 2022

District Name	Superintendent Name	Plan Begin/End Dates
Palmyra Public School District	Brian McBride	July 2021– June 2022

1: Professional Learning (PL) Goals

PL Goal No.	Goals	Identified Group	Rationale/Sources of Evidence
1	Build capacity of all teachers to support the district’s goal of facilitating a culture of academic growth and achievement for all students, specifically focusing on measurable improvement in the areas of math and language arts and specifically in those subgroups where an achievement gap has been identified.	Teachers, principals/ supervisors, Data Coordinator	<ul style="list-style-type: none"> ● The district strategic plan has identified this to be its core academic goal, so it should be a primary focus of the district’s professional development plan. ● Annual review of NJSLA assessment data has raised concerns about student growth and achievement, specifically continual growth for all and addressing the achievement gap for select subgroups. ● As a comprehensive school within the new ESSA program, the district’s Annual School Plan focuses on academic achievement, specifically in these two areas.
2	Continue to build capacity of all staff to develop resources, activities, and environments that facilitate improved student success through social-emotional learning as well as synchronous and asynchronous strategies.	Teachers, principals/ supervisors, Social Worker	<ul style="list-style-type: none"> ● Feedback from staff, students, and parents suggest room for improvement in our learning practices. ● Strengths and weaknesses identified from remote/hybrid learning have shown ways to build on our traditional learning practices by integrating asynchronous learning components, while also supplementing remote/hybrid models for future use as needed. ● Research shows that the quality of school climate contributes to academic outcomes as well as the personal development and well-being of students which leads to improved attendance. Some students may require additional support this year due to the COVID-19 outbreak and inconsistencies of last school year.
3	Build the capacity of the staff to cultivate a more inclusive climate and culture that is embodied by respectful interactions, understanding and appreciation of diversity, a conscious effort to support traditionally underrepresented subgroups, and increased inclusivity in general.	Teachers, principals/ supervisors	<ul style="list-style-type: none"> ● District discussion as a result of initiatives and needs has identified a need for increased diversity training and efforts. Students in underrepresented subgroups may be experiencing a less relevant and meaningful educational experience and this may negatively impact their attendance, behavior, participation, and achievement. ● Achievement, attendance, and behavior data suggests room for improvement that may align to one or more demographic subgroups, which implies a possible need to address equity in programming.



			<ul style="list-style-type: none"> ● District and ASP goals aim to improve attendance and decrease chronic absenteeism for all students, including targeted subgroups.
4	Build capacity of all staff to engage in continuous growth that is meaningful to their specific role by offering multiple avenues for learning, including job-embedded, collaborative PL practices, online options, and traditional opportunities.	Teachers and principals/supervisors	<ul style="list-style-type: none"> ● Review of survey data from prior years supports that the differentiation of professional development options is preferred by the staff. ● Staff feedback is positive in response to our internally facilitated conferences with a combination of mostly internal and a select few external presenters on key topics. Staff has also been increasingly positive about new online opportunities as a more flexible and personalized means of professional growth. ● Feedback has shown that the district can improve in its efforts to support the professional learning of specialists as well as teaching staff.

2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	<ul style="list-style-type: none"> ● Offer professional training on strategies regarding meaningful integration of technology use to support and extend student learning. ● Provide training and support in data analysis for local, district, and state data so teachers can work to target and improve areas of need. Train teachers on how to collect, analyze, and use a variety of data through internal sessions, teacher coaches, and external consultants. ● Offer professional growth activities that better support the staff's ability to differentiate instruction and incorporate remediation, intervention, and enrichment opportunities where appropriate for students. 	<ul style="list-style-type: none"> ● Building schedules will allow for time and support so that school-based collaborative teams can develop aligned instructional units, activities, and assessments that better address any possible gaps for students and courses. ● District and building leadership will support teachers in efforts to practice computer-based assessments, not only to continue to increase comfortability with NJSLA style of testing but more so to improve teachers' ability to gather specific targetable data for interventions and support.
2	<ul style="list-style-type: none"> ● Offer professional training on strategies regarding meaningful integration of technology as well as culturally responsive teaching workshops. ● Provide training and support in developing both asynchronous and synchronous lessons to share with students that can drive flexible learning. ● Guidance Counselor and Social Worker developed and implemented lessons with targeted classes and students 	<ul style="list-style-type: none"> ● Offer professional growth activities that better support the staff's ability to differentiate instruction and incorporate remediation, intervention, and enrichment opportunities where appropriate for students. ● Facilitate small group and individual feedback, sharing, and support groups as teachers work to build stronger synchronous and asynchronous practices that do not



		<p>coincide with formal teacher evaluation feedback processes.</p> <ul style="list-style-type: none"> ● The Guidance Counselors and Social Worker will develop/conduct lessons and activities throughout the year.
3	<ul style="list-style-type: none"> ● Facilitate/coordinate cultural competency training for all administrators that includes ways to address equity as well as ways to be more culturally aware and responsive. ● Facilitate/coordinate training for a cadre of curriculum writers to be able to better develop curriculum from a lens of equity. ● Facilitate/coordinate training for all staff in the fall on cultural competency and relevance in both curricular and instructional planning and processes. 	<ul style="list-style-type: none"> ● Ongoing online professional development will be available in the areas of embedding greater levels of cultural competence in the curriculum and instruction. ● Ongoing in-person/synchronous online group work for teachers to reflect on their instructional practices with peers, supervisors, and experts and work to improve where possible. ● Facilitate research of best practices through book studies and small group discussions on how to build a more inclusive climate and culture that is embodied by respectful interactions, understanding and appreciation of diversity, a conscious effort to support traditionally underrepresented subgroups, and increased inclusivity in general.
4	<ul style="list-style-type: none"> ● Principals will provide teachers and specialist/support staff with support as outlined in each respective school's PDP. All school PDPs include a goal and school-wide professional learning activities aligned with this goal. ● All staff will be offered multiple methods to pursue meaningful professional learning: several days of internal in-service sessions facilitated by internal and external presenters on key topics, unlimited online professional development courses and programs on a myriad of subjects and skills, and other possible avenues as they become available. 	<ul style="list-style-type: none"> ● Online PD: Building/district leaders will guide staff through online learning by interacting through the online portal as available and connecting to online learning in professional discussions ● Teachers and specialists will seek out external online professional development opportunities tied to their personal professional goals and will turnkey the information to interested peers or colleagues who would benefit from the information.

3: PD Required by Statute or Regulation

State-mandated PD Activities
Per state regulations, select subgroups and/or all staff must complete annual professional development activities in the areas including but not limited to:



Reading Disabilities; Suicide Prevention; HIB; Substance Abuse Identification and Support; School Safety & Security; Law Enforcement Operations; Gang Awareness; Code of Student Conduct; Identifying & Reporting Potentially Missing/ Abused Children; Electronic Violence & Vandalism Reporting System; Communicable Diseases; Asthma & Diabetes Awareness; Bloodborne Pathogens; CPR/AED Training; Lyme Disease; Educator Evaluation; Affirmative Action & Equity; Integrated Pest Management; Teacher Mentor Training; I&RS Training; COVID; and others as needed.

These items will be included in an online package and/or covered in opening day (or otherwise pre-scheduled) training provided to all staff.

4: Resources and Justification

Resources

To meet the PL needs of the districts' schools per this plan, the district is focusing on Title II funding allocation to support professional learning. The allocation approximates \$22,395 for the 2021-2022 school year. This amount covers costs for external providers/consultants, pedagogical literature and materials, technology resources, travel expenses, subscriptions to online resources. The plan controls expenses by relying largely on in-district expertise to provide the specified activities. The employee contract stipulates that 2-3 full days during the school year will be dedicated for teacher-directed PL activities. PL activities involving work by collaborative teams will be implemented through the team structures and procedures in place at each school, including morning professional learning time at the high school and common planning time for grade levels at the elementary school. Estimated Projected Budget Breakdown: 6,398-registration and travel for external workshops; 13,997-contracts with consultants as well as online professional development access to networks and resources; 2,000 for support materials and services to allow for internal coaching, peer observation/reflection, and PLC efforts.

Justification

2020-2021 data analysis has identified priority areas based on remote learning (Fall-Winter) and our remote/ hybrid learning in the Spring. This data urges the district to focus on ensuring consistent, effective instruction, especially with regards to equity across underrepresented subgroups, as well as specifically in the targeted area of mathematics. High-quality professional learning experiences are necessary to support these initiatives and improve educators' practice, especially when it comes to differentiation and interventions for struggling students and remote/hybrid learning for all. Emphasis will be placed on staff collaboration, promoting teachers and administrators as reflective practitioners, infusion of best instructional practices, developing and sustaining a supportive culture and climate, and effective data use to drive instruction at the student, class, school, and district levels.

Signature: _____

Superintendent Signature

Date